

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

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**Part IV      REVIEW OF CURRENT YEAR (2005-2006)**

**1.      Curriculum, Instruction and Assessment**

<b><i>Goal Statement A: Improve student learning through MCAS data analysis</i></b>
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<b>Action Step 1.A.1</b> Disaggregate MCAS data to determine individual and common areas of weakness in current curriculum
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<b>Evaluation/Status:</b> Accomplished: Curriculum Coordinators and the Coordinator of Special Education were provided access to individual student test scores by Assistant Superintendent for Instruction, Judith Evans. The Director of Technology, Bob Cornacchioli, provided the Curriculum Coordinators with requisite PC capabilities. Special Education, Math, and Language Arts teachers were provided with specific, individual MCAS performance information to guide instruction to improve specific areas of weakness for students scoring in the warning or needs improvement areas. This information was provided to teachers at about the mid point of the school year.
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<b>Action Step 1.A.2</b> Develop MCAS Student Success Plans as needed
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<b>Evaluation/Status:</b> Accomplished: We began transforming the disaggregated MCAS data into an OMS Individual Student Success Plan in February. The Assistant Principals engaged each team in the development of a success plan for any student who scored on the low end of “Improving” (220 or below) or in the “Failure/Warning” category. Specific instructional targets and strategies were established in the format of the plan as well as a mid trimester review of plan success. The application of this procedure was broadened to include any student who failed two or more subjects during the first trimester. The later than desired development of these plans may limit their effectiveness in positively influencing the results of the upcoming March/April MCAS assessments. The worth of this work will be better gauged in the year ahead as every student identified by performance as academically challenged will begin the next school year with an improvement plan already in place. In addition, the systems now in place to create the improvement plans will result in the completion of 7 <sup>th</sup> graders’ plans in the fall of the year ahead rather than the mid point.
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<b><i>Goal Statement B: Increase all students’ academic achievement in the areas of ELA, Math, Science/Technology and Social Studies through the development of standards based curriculum, instruction and assessment</i></b>
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<b>Action Step 1.B.1</b> Define and communicate all essential standards to all teachers for the core academic areas
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<b>Evaluation/Status:</b> Mostly Accomplished: All the core areas have established their essential standards except grade 8 mathematics. The grade 8 Math program with its current three levels-Pre algebra, Algebra, and Honors Algebra- has a much steeper hill to climb. Each of the three courses has different content; as such, standards for each become a necessity. In addition, reduction and restructuring of 30-day classes will entail additional work to correlate the standards with the course content in its final form. Teachers, Curriculum Coordinators, Science Liaisons and Directors have provided strong leadership in the work and are primarily responsible for the exemplary work accomplished. This work will be extended into the year ahead to reach its completion.
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<b>Action Step 1.B.2</b> Continue to develop rubrics and collect exemplars to assess student achievement of essential standards
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<b>Evaluation/Status:</b> Partially Accomplished: Rubric development and exemplar collection has correlated with the essential standards work. This work will continue in the year ahead. The 3/17 Professional Development Day was dedicated to rubric development and practice.
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**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

**Action Step 1.B.3** Continue development of common units of instruction defined by curriculum maps

**Evaluation/Status:** Partially Accomplished: Common unit development also correlates with the essential standards work. This work will need to continue in the year ahead. Sequence and pacing of units has been defined and content reviewed with elementary curriculum specialists and high school directors.

**Action Step 1.B.4** Continue development of grade level common assessments aligned with the “essential” standards

**Evaluation/Status:** Partially Accomplished: The development of common grade level assessments also corresponds with the essential standards work. This work will need to continue in the year ahead. Common assessments are being piloted by several teachers in each department to assess grade level applications.

***Goal Statement C: Use formative and summative assessments to improve student achievement***

**Action Step 1.C.1** Develop formative and summative assessments in all subjects and pilot administration

**Evaluation/Status:** Partially Accomplished: Initial work has been done in the development of formative and summative assessments in the areas of math, science, social studies and language arts. This work will need to continue in the year ahead in these areas.

**Action Step 1.C.2** Develop a database of MCAS, Final Assessment and course grades that creates a longitudinal student achievement profile of each grade at the Oak Middle School

**Evaluation/Status:** The “OMS Data Based Profile” contains two sections: Current Year and Historical Data. The Current Year section includes the following: Instructional Improvement Targets; MCAS results; Adequate Yearly Progress Reports, Reading Assessment results; Course Failure Reports; Students scoring 220 or less on the most recent MCAS assessments; Discipline Report Summary; Comparable School Data; MCAS Multiple Year Summary; Results of targeted achievement improvements; Instructional trends Analysis; and current year School Improvement Plan. The Historical Data section is a cumulative file of the aforementioned categories. The intent of the Profile is to enhance data based assessment and decision making specific to continuous school improvement.

***Goal Statement D: Develop an Integrated Instruction Guide that articulates complementary instructional planning between and among subject areas***

**Action Step 1.D.1** Establish a Task Force to review, discuss and revise the Guidelines presented during the 2004-05 school year to Curriculum Coordinators

**Evaluation/Status:** Not Accomplished: The Comprehensive scope of the standards based work made this goal an unattainable pursuit during the course of the 2005-06 school year. It is recommended that this initiative be carried forward to the 2006-07 school year. Teachers continue to integrate instruction as a long standing middle level practice.

**Action Step 1.D.2** Present Guidelines for comment/discussion to staff

**Evaluation/Status:** Not Accomplished: The Guidelines presented to the Curriculum Coordinators during the 2004-05 school year will be provided to Dr. Sawyer for his consideration in the year(s) ahead.

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

---

**IV REVIEW OF CURRENT YEAR (2005-2006)**

**2. Professional Development**

<b><i>Goal Statement A: Implement electronic “PowerSchool” grading, scheduling and communication system</i></b>
<b>Action Step 2.A.1</b> Provide administrative, clerical, and teaching staff with ongoing training, small group instruction, and mentoring assistance
<b>Evaluation/Status:</b> Accomplished: The Powerschool Task Force comprised of four “turnkey” teacher trainers, Assistant Principal, Pam Farrill, and Director of Technology, Bob Cornacchioli, provided support, instruction and assistance to all OMS staff resulting in the first trimester report card being delivered to parents on time in the prescribed format.
<b><i>Goal Statement B: Prepare for Standards Based Student Progress Reporting for Grade 7 and 8, September 2006</i></b>
<b>Action Step 2.B.1</b> Establish a Steering Committee to identify a sequence of events to precede implementation including: a rationale for change; anticipated obstacles; strategies to overcome the obstacles; resources needed; methodologies for effective staff and parent engagement on this work; an evaluation component; and timeline for initial completion of this work
<b>Evaluation/Status:</b> Accomplished: The committee comprised of seven teachers, two Curriculum Coordinators, the Director of Foreign Languages, a parent representative, and the Oak Administration convened in the spring of 2005. The Committee’s first direction setting presentation was made to the Faculty in June of 2005. They also facilitated related work on the November 23 <sup>rd</sup> Professional Development Day, developed and presented an organizational timeline, and presented a draft standards based report card template to the Faculty on March 7 <sup>th</sup> . The Committee most recently facilitated review of the template during a portion of the March 17 <sup>th</sup> Professional Day.
<b>Action Step 2.B.2</b> Implement parent/student communication strategies that provide information and effective understanding of standards based reporting prior to the end of the first Trimester of the 2006-2007 school year
<b>Evaluation/Status:</b> Partially Accomplished: Parent communication strategies have been defined within the Steering Committee timeline. We expect to have a more fully developed report card developed by the end of March. In addition to the parent representation on the Steering Committee, the School Council will review the Report Card format in April as well as three parents who have expressed interest in providing feedback in the developmental stages of this work. May is now slated as the month for more broadbased parent and student involvement in the process.

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

**Action Step 2.B.3** Develop a standards-based report card to be implemented in December 2006

**Evaluation/Status:** Partially Accomplished: Standards have been developed for each course of studies at the 7<sup>th</sup> grade level. Revisions will now need to take place in several Allied Arts subjects due to impending program reductions. A decision has been made to continue development of common assessments and related grading rubrics at both the 7<sup>th</sup> and 8<sup>th</sup> grade levels. Our goal is to have all grade 7 students receive a standards based report card in all classes. Grade 8 students will receive standards based instruction in the classroom in all subjects, a standards based report card following completion of their 30 day classes and a letter grade report card (as present) in the areas of Math, Science, Social Studies, Language Arts, Foreign Language, Academic Support and Band Chorus or Orchestra.

In so doing, grade 7 students and parents will have a continuum of standards based report cards and grade 8 students and parents will have a continuum of letter grade experiences that will be the continued practice at SHS.

The technological challenges of creating a report card with the current “Powergrade” software program that came on line this year are significant. The concrete form this work has taken has surfaced several logistical concerns that legitimately raise the question of full implementation of a standards based report card at OMS. Preparation for implementation will continue in the months ahead or until such time as a decision is rendered to alter this timeline.

Extraordinary professional leadership has been evidenced by teachers, Curriculum Coordinators, Directors, Science liaisons, and the OMS Assistant Principals in this work.

***Goal Statement C: Assess the capacity of “Professional Learning Communities” to support improved student learning***

**Action Step 2.C.1** Provide staff with an explanation of “Professional Learning Communities” and information about opportunities to learn about same

**Evaluation/Status:** Accomplished: Former grade 7 Team Leader, Cathy Duchesneau and Oak Principal, Steve Lobban joined with District colleagues in attending the “Transforming Learning Communities” conference in Plymouth, June 29-30, 2005. An invitation to attend was extended to all OMS teachers.

**Action Step 2.C.2** Establish a study group to assess relevant applications and prospective next steps for implementing Professional Learning Community concepts

**Evaluation/Status:** Although a specific study group was not established, the Standards Based Steering Committee led work applying Professional Learning Community Concepts to the standards based work underway. A revised Mission Statement including our commitment to each student’s success: “Our success as a school is defined by the success of each student in meeting the essential learning standards established for each subject” was adopted by the faculty. In addition, a “Student Success Resource Continuum” was developed detailing the resources and procedures available to support each student in their learning. The continuum is currently in use and will be evaluated for its utility by teachers as a part of the end of year responsibilities.

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

---

**IV REVIEW OF CURRENT YEAR (2005-2006)**

**3. Respectful Community**

***Goal Statement A: Develop a School Leadership Team comprised of faculty, staff, and student representatives to monitor and address school climate and improvement issues throughout the year***

**Action Step 3.A.1** Articulate the concept and invite participation

**Evaluation/Status:** Partial Accomplishment: Four teacher representatives-two grade seven and two grade eight, met with the Oak Administration team on a twice a month basis and addressed a range of issues from review of PTO funded Innovative Grant Proposals to Curriculum Night formatting. Student Voice reps met with the team for a “State of the OMS Union” meeting on March 13<sup>th</sup>. Inclusion of students on a regularly scheduled basis to listen to their perspectives on school climate will be addressed in the year ahead.

**Action Step 3.A.2** Establish regularly scheduled meetings

**Evaluation/Status:** Accomplished: The OMS Operations Calendars provided for meetings the second and fourth Mondays of each month from 2:45-3:15 p.m.

***Goal Statement B: Implement strategies to build and sustain a respectful school community***

**Action Step 3.B.1** Teams will select a homeroom or team based strategy to be used year long to support a respectful school culture

**Evaluation/Status:** Accomplished: All teams are using either homeroom daily “Morning Meeting” format or 2-3 times per month team community meetings. Teams are using regularly scheduled team community meetings to address issues of importance to students and engage them in creating positive norms for their team and school. A videotape was developed by the Mentoring Committee to facilitate skillful application of team-based strategies. The Mentoring Committee will remain active in the year ahead in providing resources to support effective team application of both Morning Meeting and Team Based strategies.

**Action Step 3.B.2** Teams will schedule daily, weekly or monthly meetings to implement the strategy selected

**Evaluation/Status:** Accomplished

**Action Step 3.B.3** Provide effective strategies for increasing students’ respectful behavior and share them at staff meetings

**Evaluation/Status:** Partially Accomplished: A videotape survey of student comments specific to previous team based strategies presented at the May 2005 Staff Meeting became a discussion and planning catalyst for team selection of strategies.

Assessment of the effectiveness of these efforts is provided by our grade level discipline report data. As 6<sup>th</sup> graders, our current 8<sup>th</sup> graders generated 272 discipline reports, 72 of those for disruptive classroom behavior. As 7<sup>th</sup> graders, through the end of March 2005, the same students generated 70 discipline reports – 14 of these for disruptive classroom behavior. As 8<sup>th</sup> graders, through the end of March 2006, they have generated 127 discipline reports, 18 for disruptive behavior.

Comparatively our current 7<sup>th</sup> graders generated 180 discipline reports last year - 60 of these for disruptive behavior. This year, through the end of March, they have generated 153 discipline reports- 57 of these for disruptive behavior. Increased class sizes and reduced staffing in the year ahead necessitate more student-centered work in this area.

**OAK MIDDLE SCHOOL**  
**SHREWSBURY PUBLIC SCHOOLS**  
**SCHOOL IMPROVEMENT PLAN**  
**SPRING 2006**

**Action Step 3.B.4** Survey teachers and students to assess the effectiveness of strategies implemented

**Evaluation/Status:** Accomplished: A March 2006 survey of teams evidenced student meetings contributing to respectful team and school climates. A corresponding conversation with Student Voice reps in March broadened this view.

***Goal Statement C: Increase parent and community involvement in the daily life of the school***

**Action Step 3.C.1** Develop a series of monthly topical “conversations” with parents, administrators, and counselors to strengthen parent partnership

**Evaluation/Status:** Accomplished: Monthly Parent Forums have been held beginning in October. The forums have been hosted by OMS Counselors, the School Psychologist, and Administration. The topics for the meetings are selected by the parents and have ranged from “Communicating with your early adolescent” to High School Course Selections. An average of about 12 parents have participated in these sessions. This work will continue in the year ahead.

**Action Step 3.C.2** Develop a Seniors’ breakfast and after school “walkabout” programs to expand the school’s resourcefulness to the community

**Evaluation/Status:** Partially Accomplished: A survey of the seniors evidenced that our Food Service Program was not able to provide a “breakfast” at a price likely to garner support. The “walkabout” program was developed in concert with the town and became a weekly event for two seniors who took advantage of the opportunity throughout the late fall and winter months.

**Action Step 3.C.3** Expand the current website resources to Parent Handbook content, new parent information and a “kids’ page” featuring student to student information

**Evaluation/Status:** Partially Accomplished: The website was expanded to include information on co-curricular activities, Nurses’ new parent information, and an informative Counselors’ page with a wide range of information and resources. A “kids page” will remain a target for improvement next year.

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

---

**PART IV     REVIEW OF CURRENT YEAR (2005-2006)**

**4.        School Space**

<b><i>Goal Statement A: Continue to advocate for completion of the building project</i></b>
<b>Action Step 4.A.1</b> Prioritize and submit updates on progress toward completion to the school community
<b>Evaluation/Status:</b> Accomplished

<b><i>Goal Statement B: Create a student centered “Wall of Fame” main entrance to the school</i></b>
<b>Action Step 4.B.1</b> Install ten PTO purchased oak trimmed display cases
<b>Evaluation/Status:</b> Accomplished: The cases were mounted and in use displaying team assignments for the start of the 2005-06 school year.
<b>Action Step 4.B.2</b> Display the school’s banner and a plaque commemorating the banner’s journey to Mt. Everest in April of 2005
<b>Evaluation/Status:</b> Accomplished: The banner is permanently located on the semi circular wall just beyond the Main Office. One of the display cases is permanently dedicated to commemorate its trek to Mt. Everest.

<b><i>Goal Statement C: Introduce the school to the community</i></b>
<b>Action Step 4.C.1</b> Explore fall dedication of the school with the Spirit of Shrewsbury Committee
<b>Evaluation/Status:</b> Accomplished: Late spring and summer meetings with the Committee developed a partnership and defined the “new” OMS as the site for the Saturday “Expo” portion of the Festival.
<b>Action Step 4.C.2</b> Plan and implement a dedication ceremony
<b>Evaluation/Status:</b> Accomplished: The dedication was conducted on Saturday, September 24, 2005 at 1:00 p.m. in the OMS Auditorium as a part of the Spirit of Shrewsbury Festival. The Building Committee, local and state officials, students and parents were formally recognized for their contributions to the school’s reconstruction.

<b><i>Goal Statement D: Develop educational garden areas on school grounds</i></b>
<b>Action Step 4.D.1</b> Establish a steering committee comprised of staff, parents and students to plan courtyard, front green space and sign area gardens
<b>Evaluation/Status:</b> In Progress: A combination of parents, students and staff collaborated in the development of two ornamental garden areas – one at the front school sign and the other in the green space directly in front of the school. The Committee met on March 15, 2006 to extend its work to the educational garden area that will be developed in the “courtyard” of the school.

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

**Part V PLANS FOR SUBSEQUENT YEAR (2006-2007)**

**1. Curriculum, Instruction and Assessment**

***Goal Statement A: Increase all student academic achievement in the areas of ELA, Math, Science/Technology and Social Studies, Physical Education, Foreign Language and the Allied Arts through the implementation of standards based curriculum, instruction and assessment.***

<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.A.1</b> Continue to develop rubrics and collect exemplars to assess student achievement of essential standards	Written rubrics	Curriculum Coordinators
	<b>Timeline</b>	Directors
	September 2006-June 2007	Coordinator of Special Education Oak Administration
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.A.2</b> Continue development of common units of instruction	Identified units	Curriculum Coordinators
	<b>Timeline</b>	Directors
	September 2006-June 2007	Coordinator of Special Education Oak Administration
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.A.3</b> Continue development of common formative and summative assessments aligned with the “essential” standards	Completed Assessments	Curriculum Coordinators
	<b>Timeline</b>	Directors
	September 2006-June 2007	Coordinator of Special Education Oak Administration Assistant Superintendent

***Goal Statement B: Develop qualitative achievement improvement targets based on 2005 MCAS results and students failing to meet one or more course standards***

<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.B.1</b> Review status of Special Education student MCAS performance in ELA/Math and set an improvement target for more than 50% of the students to score Needs Improvement or Proficient	Established achievement targets	Coordinator of Special Education
	<b>Timeline</b>	ELA/Math Curriculum Coordinators
	October 2006	Oak Administration
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.B.2</b> Review status of Mathematics MCAS Performance for all students and set an improvement target for more than 65% of the students to score Advanced or Proficient	Established achievement targets	Math Curriculum Coordinator
	<b>Timeline</b>	Oak Administration
	October 2006	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.B.3</b> Review the status of all students who fail to meet the standards for one or more courses for the 2005-06 year and set an improvement target to reduce the course failure rate by at least 50%	Failure Data	Curriculum Coordinators
	<b>Timeline</b>	Directors
	June-August 2006	Oak Administration



**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

<b><i>Goal Statement C: Implement school wide intervention strategies to improve under performing student achievement</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.C.1</b> Develop/Modify Individual Student Success Plans for all students scoring 220 or below on any 05-06 MCAS assessment	Individual Plans	Curriculum Coordinators
	<b>Timeline</b>	Teachers
	October 2006	Oak Administration
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.C.2</b> Develop/Modify Individual Student Success Plans for all students who fail to meet 2 or more course standards at the end of the first trimester	Individual Plans	Curriculum Coordinators
	<b>Timeline</b>	Directors
	December 2006	Teachers Oak Administration
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.C.3</b> Administer a teacher survey to assess teacher use of the “Student Success Continuum” of available school-wide resources	Survey	Oak Administration
	<b>Timeline</b>	
	January 2007	

<b><i>Goal Statement D: Develop an Integrated Instruction Guide that articulates complementary instructional planning between and among subject areas</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>1.D.1</b> Establish a task force to review, discuss and revise Guidelines provided to Dr. Sawyer and Curriculum Coordinators	Guidelines Draft	Faculty
	<b>Timeline</b>	Dr. Sawyer
	Sept 2006- June 2007	Curriculum Coordinators Assistant Superintendent

**Part V PLANS FOR SUBSEQUENT YEAR (2006-2007)**

**2. Professional Development**

<b><i>Goal Statement A: Implement a standards-based Grade 7 Report Card.</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.A.1</b> Conduct Parent Informational Sessions	Dates of sessions	Standards Based Steering Committee
	<b>Timeline</b>	School Council
	April-May 2006	

<b><i>Goal Statement B: Develop content for Interim Report format complementary to the Grade 7 report Card.</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.B.1</b> Develop a report	Completed report	Standards Based Steering Committee
	<b>Timeline</b>	
	May-October 2006	

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

<b><i>Goal Statement C: Complete the content of the Grade 8 Report Card</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.C.1</b> Conduct Parent Informational Sessions	Dates of sessions	Standards Based Steering Committee School Council
	<b>Timeline</b>	
	January-May 2007	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.C.2</b> Develop/Adopt Grade 7 Interim Report content complimentary to the grade 8 Report Card	Completed report	Standards Based Steering Committee School Council
	<b>Timeline</b>	
	April/May 2007	

<b><i>Goal Statement D: Provide OMS teachers and clerical staff with the technology necessary to implement Grade 7/8 standards based report cards</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.D.1</b> Provide on-going technical support	Written Guidelines	Bob Cornacchioli Assistant Principals
	<b>Timeline</b>	
	May 2006-May 2007	

<b><i>Goal Statement E: Support the District English Language Learner Staff Development initiative</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.E.1</b> Provide staff meeting and building based Professional Development time to advance regular education teachers D.O.E. required ELL competencies	Agendas	Principal Oak Teacher Leadership Team English Language Learner Teacher
	<b>Timeline</b>	
	September 2006- June 2007	

<b><i>Goal Statement F: Increase team collaboration in the examination of student work to assess and develop Individual Student Success Plans</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.F.1</b> One team meeting each week will be dedicated to the examination of student work	Teams indicate designated time	Assistant Principals
	<b>Timeline</b>	
	September 2006	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.F.2</b> Schedule successful practice sharing sessions among teams at staff meetings to identify strategies that have increased student achievement	Agendas	Principal Assistant Principals Curriculum Coordinators Directors
	<b>Timeline</b>	
	September 2006- June 2007	

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

**Part V PLANS FOR SUBSEQUENT YEAR (2006-2007)**

**5. Respectful Community**

***Goal Statement A: Improve the effectiveness of the School Leadership Team comprised of faculty, staff and student representatives to monitor and address school climate and improvement issues throughout the year.***

Action Step	Sources of Evidence	Facilitator(s)
<b>3.A.1</b> Secure Student Voice representatives (and a friend) to participate in an Open Forum part of one of the two monthly scheduled meetings	Student participation	Principal
	<b>Timeline</b>	Teacher
	October 2006-June 2007	Student Voice Advisors Oak Leadership Team
Action Step	Sources of Evidence	Facilitator(s)
<b>3.A.2</b> Secure non teaching representation	Task accomplished	Principal
	<b>Timeline</b>	
	October 2006	

***Goal Statement B: Improve the effectiveness of team strategies to build and sustain a respectable school community***

Action Step	Sources of Evidence	Facilitator(s)
<b>3.B.1</b> Present an “in house” exemplar video of strategies at a staff meeting that includes active student participation	Task accomplished	Principal
	<b>Timeline</b>	Mentoring Committee
	May 2006	
Action Step	Sources of Evidence	Facilitator(s)
<b>3.B.2</b> All teams develop a goal specific to homeroom based morning meeting or team meetings that maximize opportunities for students’ active participation in conversations and activities that involve them to be partners in creating a respectful school community	Goal completion	Assistant Principals
	<b>Timeline</b>	Teams
	September 2006	
Action Step	Sources of Evidence	Facilitator(s)
<b>3.B.3</b> All teams incorporate mid and end year assessment of their students’ perceptions of the success of their plans and effect changes as required	Assessments completed	Assistant Principals
	<b>Timeline</b>	Teams
	January-June 2007	

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

<b><i>Goal Statement C: Increase student pride and identity with their school</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>3.C.1</b> Develop a self funded Student Voice operated School Store to make basic supplies, t-shirts, sweatshirts and various “OMS” stylized items available for purchase	Operational Date of Store	Student Voice Advisors
	<b>Timeline</b> April-September 2006	Parent Volunteers OMS Administration
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>3.C.2</b> Add an OMS “Journal” staff and “kids’ page” to the current OMS website	Page completion	Principal
	<b>Timeline</b> May-October 2006	Instructional Technology Teacher Student Voice Advisors

**Part V PLANS FOR SUBSEQUENT YEAR (2006-2007)**

**4. School Space**

<b><i>Goal Statement A: Continue to advocate for completion of the building project</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>4.A.1</b> Monitor completion of ongoing door replacements, student locker-fronts installation, training room mirrors, track, and auditorium seating/lighting	Task completion	Principal
	<b>Timeline</b> May-June 2006	Bob Cox
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>4.A.2</b> Request a meeting of the SHS/OMS Building Committee to consider application of approved project funding to refurbish the stage curtain rigging and lighting as well as replace the gym floor whose safe, usable life span has virtually expired	Tasks completion	Principal
	<b>Timeline</b> March 2006	Bob Cox Patrick Collins Anthony Bent

<b><i>Goal Statement B: Develop an educational garden area in the school’s courtyard</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>4.B.1</b> Convene a Steering Committee comprised of staff, parents, and students to implement plans for the courtyard	Completed garden	Principal
	<b>Timeline</b> March- September 2006	Garden Committee Bob Cox

<b><i>Goal Statement C: Upgrade untrimmable plantings on school grounds</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>4.C.1</b> Participate in a Community Arbor Day planting adding new greenery to the front of the school.	New plantings	Principal
	<b>Timeline</b> April 2006	Bob Cox

**OAK MIDDLE SCHOOL  
SHREWSBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
SPRING 2006**

<b><i>Goal Statement D: Effect teacher room changes necessary to create contiguous alignment of team and related special education support classes resulting from staffing reductions.</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>4.D.1</b> Define team and special education teacher assignments for the 2006-07 school year.	Task completion	Oak Administration
	<b>Timeline</b>	Coordinator of Special Education
	March-April 2006	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>4.D.2</b> Develop a room organization plan that minimizes the required number of room changes.	Plan completion	Oak Administration
	<b>Timeline</b>	Coordinator of Special Education
	April-May 2006	Oak Teacher Leadership Team